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ABSTRACT

This document describes the structure of the postsecondary education system, the mechanisms to facilitate transfer and articulation, and the major instruments used to facilitate transfer and articulation for postsecondary institutions in the Canadian Provinces. According to this document, the British Columbia postsecondary educational school system consists of 27 differentiated, publicly funded postsecondary institutions. The British Columbia Council on Admissions and Transfer (BCCAT) facilitates the transfer articulation in British Columbia by publishing the British Columbia Transfer Guide and the Online Transfer Guide. Alberta offers a comprehensive range of learning opportunities through public, private and community based providers located around the province. The Alberta Council on Admissions and Transfer (ACAT) facilitates most of the guidelines for transfer arrangements between Alberta's postsecondary institutions, and publishes the Albert Transfer Guide to help guide people through the transfer agreements. Saskatchewan and Manitoba are also made up of a range of postsecondary institutions, however, they have yet to formulate a transfer guide. The Ontario postsecondary educational system is comprised of 25 public colleges of applied arts and technology (CAATs) and 19 other public universities-level institutions, and they use the College-University Consortium Council (CUCC) to guide their transfer arrangements. Quebec also has a range of postsecondary educational institutions and a postsecondary liaison committee who guides them. (JS)

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PROVINCIAL POSTSECONDARY SYSTEMS AND ARRANGEMENTS FOR CREDIT TRANSFER

January 2003

BRITISH COLUMBIA

Structure of the Postsecondary Education System

Postsecondary education in British Columbia is delivered by 27 differentiated, publicly funded postsecondary institutions. Of these, 14 public institutions offer programs leading to baccalaureate degrees. B.C. has the following types of institutions:

Traditional universities: The University of British Columbia (UBC), the University of Victoria, Simon Fraser University (SFU), and the University of Northern British Columbia (UNBC) all offer bachelor's, master's and doctoral degrees.

Specialized universities: Royal Roads University offers undergraduate and graduate credentials, as well as certificates and diplomas, in selected applied and professional fields.

University colleges: Five university colleges — University College of the Cariboo, University College of the Fraser Valley, Kwantlen University College, Malaspina University-College, and Okanagan University College — offer certificates, diplomas, two-year associate degrees, and four-year bachelor's degrees. A university college is both an undergraduate university and a college, together in one institution: as a university, it offers undergraduate degrees; as a college, it offers certificate and diploma programs with career and job-entry training. In some instances, diploma graduates from college programs in the university college (and from similar programs at other colleges in Canada and the U.S.) can be granted up to two full years of credit and direct entry into the third year of a university degree program.

Colleges: Catering to full-time and part-time learners, 11 colleges provide career, technical, apprenticeship and vocational training, and university transfer programs that lead to certificates, two-year diplomas, and two-year associate degrees.

Diplomas are awarded for study in career-oriented and technical fields. Some colleges offer access to degree programs through collaboration with other institutions.

B.C. Open University: Part of the Open Learning Agency (OLA), the B.C. Open University (BCOU) provides access on-line to full-time and part-time programs leading to four-year bachelor's degrees and two-year associate degrees, alone and in partnership with other educational institutions. The Open Learning Agency also provides access to a variety of certificates and diplomas. Many students complete courses at home through the OLA and the BCOU in order to transfer their credits to other institutions.

Provincial Institutes: The British Columbia Institute of Technology offers career, technical, and vocational studies and, upon successful completion, grants certificates, diplomas, and a bachelor of technology degree. The Emily Carr Institute of Art and Design offers bachelor's degrees in design and fine arts. There are also two Aboriginal institutes and the Justice Institute.

As of 2002, there were 7,386 courses taught in colleges, university colleges, and institutes that had formally articulated course equivalence at many degree-granting institutions. Likewise, there were over 600 block transfer arrangements for various certificate and diploma programs. As well as transferring individual course credits between institutions, students in colleges and university colleges can obtain a two-year Associate Degree in Arts or an Associate Degree in Science. The provincial curriculum requirements were established by the British Columbia Council on Admissions and Transfer (BCCAT) and recommended for approval to the minister. All credits earned within the associate degree are guaranteed transfer credits at the universities and at the university colleges toward a baccalaureate degree even if some of the individual courses do not have formally articulated transfer credit.

Students who complete approximately one year or more of university-transferable courses at a college or university college may be admitted to a degree-granting institution on the basis of their academic performance in college. Competition for spaces often results in high admission requirements. Students with an associate degree are given priority access over other transfer students at two universities, SFU and UNBC.

Approximately one third of all first- and second-year college and university college students are enrolled in associate degree or university-transfer programs. Obtaining access to upper level studies at degree-granting institutions has become very competitive, resulting in an escalation of the grade requirements for university admission for transfer students as well as for direct entry students from secondary schools. In studies sponsored by BCCAT, students admitted to the three main B.C. universities from colleges and university colleges comprised the following percentage of all registered admissions:

- University of Victoria — between 27% and 30% (1993–94 to 1997–98)
- Simon Fraser University — between 32% and 37% (1993–94 to 1997–98)
- University of British Columbia — between 20% and 25% (1992–93 to 1996–97)

It should be noted that recent legislation (spring 2002) will permit B.C. public colleges to offer in the future applied baccalaureate degrees in selected fields of study and allow university colleges and institutes to offer applied master's degrees in selected fields of study. Legislation will also permit new private institutions to offer degrees within B.C., providing they meet criteria in a yet-to-be-established quality assessment process. The Ministry of Advanced Education is now examining a number of issues from the perspective that the postsecondary "system" includes private sector institutions and that mechanisms are needed to approve private sector degrees and programs.

Mechanisms to Facilitate Transfer and Articulation

In 1989, the province established the British Columbia Council on Admissions and Transfer (BCCAT) (http://www.bccat.bc.ca) to facilitate admission, articulation, and transfer arrangements among the colleges, university colleges, institutes, and universities within B.C., as well as with the Open Learning Agency. However, less formal committee structures with a similar mandate have existed since the late 1960s.

BCCAT's roles and responsibilities include the coordination of articulation and transfer policies and practices and overseeing 70 program articulation committees; distribution of the annual *B.C. Transfer Guide*; maintenance of BCCAT Online, which includes a Web-based searchable transfer credit equivalency database; publication of *Transfer TIPS*, an advising handbook to assist students in preparing for transfer; extensive research designed to measure several facets of transfer effectiveness; a task force to examine administrative barriers to transfer and to recommend corrective action; funding and sponsorship of projects designed to develop new and innovative approaches to transfer for specific disciplines and programs; circulation of reports and information bulletins; and the creation of forums bringing together institutional representatives from sending and receiving institutions .

The Council

- is an arm's-length administrative body, advisory to and appointed by the B.C. minister responsible for postsecondary education;
- has no legislative or regulatory authority;
- relies upon institutional cooperation and collaboration in support of the credit transfer system;
- mediates disputes between postsecondary institutions;
- has an annual budget (2002–03) of approximately $700,000, four full-time person and one part-time contractor person.

Reviews of BCCAT have found that both postsecondary faculty and administrators support the non-supervisory and non-regulatory role of the Council while recognizing the collaborative leadership required to develop an articulated system that benefits students.

Major Instruments Used to Facilitate Transfer and Articulation

The *B.C. Transfer Guide* (published annually since 1990), in conjunction with the *Online Transfer Guide*, is the definitive authority on transfer in British Columbia. Together, these two resources contain information on the formal and informal criteria, policy, processes, regulations, and agreements for transfer formulated by BCCAT and endorsed by all institutions that participate in the B.C. transfer system.

The *Online Transfer Guide* is the record of all course-to-course transfer agreements as well as block transfer agreements related to specific program areas and agreements for Advanced Placement and International Baccalaureate Programs. The *Online Transfer Guide* is updated regularly and is the formal record of all transfer agreements in the B.C. postsecondary system. The searchable course-to-course transfer database goes back to 1995–96. The *Online Transfer Guide* focuses on transfer from colleges and university colleges to university colleges and universities. It does not include transfer equivalencies between universities or from a university to a college, but it should be noted that other kinds of transfer (e.g., university to college or university college, college to college, university to university) are common. Details of these non-traditional transfer routes are outlined in the *B.C. Transfer Guide*.

B.C. *Transfer TIPS* is a user-friendly, student-oriented handbook that outlines how transfer between B.C. postsecondary institutions works. In includes tips, student quotes, scenarios, a personal plan, and a checklist.

BCCAT organizes annual meetings of 70 specific articulation committees -- one for each discipline or program that is offered by more than one institution. Each committee has about 20 members and meets at least once a year. Their objective is to exchange information

on entry requirements and changes, as well as textbooks and instructional guidelines, and generally facilitate student mobility among institutions within specific disciplines. While specific transfer credit is often not negotiated in detail at articulation committee meetings, discussions lead to a common understanding of course objectives and outcomes and relevant teaching methodologies. The cost of administrative/ faculty attendance at these meetings is borne by institutional budgets.

Other Information

The B.C. transfer system includes one out-of-province college (Yukon College, Whitehorse, YK), three B.C. private colleges (Columbia College, Coquitlam College, and Corpus Christi College), and one private university (Trinity Western University). There is a mechanism by which new private institutions are assessed for inclusion in the *B.C. Transfer Guide*.

ALBERTA

Structure of the Postsecondary Education System

Alberta's adult learning system provides learners with a comprehensive range of credit and non-credit opportunities delivered through public, private, and community-based providers located around the province. Providers are unique in the range of learning opportunities provided and the students served.

Universities: Alberta has four universities — University of Alberta, University of Calgary, University of Lethbridge (primarily undergraduate), and Athabasca University (specializing in part-time and distance-learning) — which offer baccalaureate and graduate degrees. As well, it has six private institutions authorized under the *Universities Act* to grant bachelor's degrees accredited by the Private Colleges Accreditation Board (PCAB).

Colleges: Alberta's 15 publicly funded colleges offer academic upgrading, training for apprentices, and one-year certificate programs as well as two-year diplomas. Some also offer applied degree programs. Throughout the province, 7 colleges offer university transfer programs. Alberta College of Art & Design also offers four-year Bachelor of Fine Arts and Bachelor of Design programs.

Institutes of Technology: two institutes of technology offer programs that lead to a one-year certificate, a two-year diploma, an applied degree, training for apprentices, and continuing education programs.

The Banff Centre for Continuing Education: a publicly funded institution, the Banff Centre provides advanced continuing education opportunities in such areas as fine arts and management studies for people who already have academic credentials and/or professional experience.

Eleven degree-granting institutions from outside Alberta offer specific degree programs in the province with the permission of the Minister of Learning.

Additionally, there are more than 140 private institutions offering programs that respond to current labour market demands by preparing students for employment in a wide variety of occupations. Alberta also has other private colleges that offer unique postsecondary programs (e.g., theological studies and Native studies) that are not regulated by the government. Some of these institutions have established transfer agreements with public institutions, which are recorded in the *Alberta Transfer Guide*.

Alberta Learning also provides grants to over 150 non-profit voluntary organizations to provide non-credit adult learning opportunities and to enable adults to improve foundation skills in adult basic literacy and English as a second language.

FTE enrolment in university transfer programs increased 40.8% from 1994–95 to 1999–2000. In 1998–99, slightly more than 52% of all students enrolled in credit programs at Alberta's publicly funded postsecondary institutions were pursuing university degrees (including university transfer programs), with an additional 1% in applied degrees at colleges or technical institutes. Approximately 9,000 students transfer between institutions each year in Alberta.

Mechanisms to Facilitate Transfer and Articulation

The Alberta Council on Admissions and Transfer (ACAT) (www.acat.gov.ab.ca) was established in 1974 as an independent body reporting to the Minister of Learning. ACAT develops policies, guidelines, and procedures to facilitate transfer arrangements between

Alberta's postsecondary institutions. ACAT provides leadership in enhancing transfer opportunities and is an advocate for learners in admissions and transfer issues. It encourages negotiations between institutions, where appropriate, for programs and courses not presently covered by transfer agreements.

ACAT's *Principles, Policies, and Procedures* provide the framework under which the institutions in Alberta negotiate transfer agreements. ACAT's mandate stipulates responsibility for facilitating improvement in communications and working relationships among institutions regarding the admission of transfer students and the award of transfer credit. While ACAT has no legislative authority, it operates through moral suasion and plays an advocacy role on behalf of learners.

The Council

- is an arm's-length administrative body appointed by the Minister of Learning;
- has 15 members, including the chair and representatives from the public, students, the universities, public colleges, and technical institutes, private colleges, and the secondary education system of Alberta Learning;
- has no legislative or regulatory authority to compel cooperation or recognition of credits between institutions;
- does not have authority over admissions and transfer matters, which are vested in postsecondary institutions by statute;
- may mediate disputes between postsecondary institutions;
- has a Secretariat, which consists of five part-time staff members, provided by Alberta Learning to support its work.

Major Instruments Used to Facilitate Transfer and Articulation

For 27 years, ACAT has published annually the *Alberta Transfer Guide that* lists equivalencies for courses and programs. This publication is the official statement of transfer agreements duly negotiated and approved by postsecondary institutions in Alberta. At ACAT's Web site, students can now search the database of over 27,000 agreements involving 36 postsecondary institutions (4

universities, 6 private colleges authorized to offer accredited degree programs, 15 public colleges, 2 institutes of technology, 6 other private colleges, the Banff Centre for Continuing Education, and 2 colleges in the territories). This site also provides access to institutional admission and transfer policies, ACAT's policies; guidelines, and procedures designed to facilitate transfer agreements among postsecondary institutions; charts showing how academic upgrading courses will be accepted at postsecondary institutions; and other transfer information. Using a second password-protected Web site, institutions finalize transfer agreements, which are then verified by the ACAT Secretariat and subsequently made accessible on the public Web site.

ACAT operates in cooperation with the postsecondary institutions and the ministry to optimize the portability of educational credit. Each institution has endorsed ACAT's principles and procedures. Among those principles,

- the opportunity for student mobility between institutions and sectors shall be optimized, and
- a student should not be required to repeat previous learning experiences in which competence has been generated, nor should more credit be granted than warranted by previous learning.

Each postsecondary institution is expected to appoint a representative to deal with all matters related to transfer for inclusion in the *Alberta Transfer Guide*. These contact persons meet annually, and the cost of their attendance at these meetings is borne by institutional budgets. Although review for transfer credit is done by academic faculty, registrars/admissions staff at institutions complete most work on transfer agreements. ACAT creates ad hoc discipline and program-specific articulation committees, when needed, to share common information and deal with specific issues in articulation (e.g., block transfer arrangements for biological sciences).

Other Information

Career laddering is facilitated in Alberta through degree programs offered at several universities to students with diplomas. Students who have completed a diploma can enter special 2-year programs to complete their degrees in such areas as Management, Fine Arts, Computing Science, Environmental Science, and Human Science.

Alberta also has four community consortia that partner with public postsecondary institutions and local communities to offer credit programs in the communities that are not directly served by a public institution.

SASKATCHEWAN

Structure of Postsecondary Education System

Saskatchewan's postsecondary learning system comprises the following institutions:

Universities: The University of Regina (U of R) and the University of Saskatchewan (U of S) work with their federated/affiliated colleges, with the Saskatchewan Institute of Applied Science and Technology, and with the regional colleges to deliver programs (undergraduate and graduate degrees, certificates, and diplomas) throughout the province.

Saskatchewan Institute of Applied Science and Technology (SIAST): SIAST provides technical-vocational, adult basic education, in-school apprenticeship training, university courses, and career enhancement programs through its four campuses. SIAST also provides credit programming across the province through various partners, such as the regional colleges and Aboriginal institutions.

Regional Colleges: There are nine regional colleges that provide a wide array of technical and vocational training as well as portions of degree programs through brokering agreements with degree-granting institutions, including out-of-province institutions. Regional colleges also offer non-credit programming in adult basic education, as well as community/industry and personal development training to meet local needs in rural and northern areas.

Campus Saskatchewan: Campus Saskatchewan is a partnership among the province's postsecondary institutions that offers a variety of on-line courses/programming through the use of technology-enhanced learning. The Campus Saskatchewan Web site

(www.campussaskatchewan.ca) provides information in a database directory about members' courses available in alternative formats and links to members' sites and services.

Aboriginal Institutions:

- The Saskatchewan Indian Federated College (SIFC) at the University of Regina is a First Nations-controlled university college that offers undergraduate and graduate degree opportunities.
- The Saskatchewan Indian Institute of Technologies, the technical training institute for the Federation of Saskatchewan Indian Nations, offers applied certificate and diploma programs.
- Gabriel Dumont Institute, a Métis controlled institution, offers programs including the Saskatchewan Urban Native Teacher Education Program.
- Dumont Technical Institute, affiliated with SIAST (and a part of the Gabriel Dumont Institute) delivers vocational/technical and basic education programs.
- The Northern Teacher Education Program Council Incorporated offers the Northern Teacher Education Program (NORTEP), and the Northern Professional Access College (NORPAC) offers other university-level programming.

Private Vocational Schools: The 52 private vocational schools registered in the province provide an array of employment-oriented programs.

Mechanisms to Facilitate Transfer and Articulation

The Saskatchewan Department of Learning has allocated funds for the development of a provincial electronic credit transfer guide. The next steps for the development of the on-line guide are under discussion, and key action items will be undertaken in 2003.

Currently, credit transfer information is primarily available through contacting individual institutions and/or specified listings in institutions' calendars. Policies and procedures regarding credit transfer vary across the postsecondary learning system; credit transfers are often evaluated on a case-by-case basis by program faculty and processed by administrative staff. Some credit transfer arrangements have been negotiated between public and private institutions.

Major Instruments Used to Facilitate Transfer and Articulation

Institutions have developed credit transfer and articulation agreements across a variety of program areas. For example:

Since 1996, the U of S and SIAST have partnered in a collaborative venture to jointly deliver the integrated Nursing Education Program of Saskatchewan (NEPS). SIAST has entered into preliminary discussions with the U of S to begin exploring additional opportunities for academic collaboration regarding credit transfers between diploma and degree programs.

SIFC has entered into partnerships with different postsecondary education institutions to offer programs such as an MBA with a concentration in Indigenous Management (with the College of Commerce at the U of S), an undergraduate degree in Environmental Health and Science (with the Faculty of Engineering at the U of R), a Northern Health Science Program (with SIAST), and a Northern Nursing Access Program (with U of S).

A Memorandum of Understanding (MOU) was signed between the U of R and SIAST in 1999 making it possible for the block transfer of credits leading to the development of joint articulation agreements in various programs (2 + 2). These program-bridging initiatives allow for improved accessibility and increased mobility between degree and non-degree programs. Joint degrees currently exist in the following program areas: Integrated Resource Management, Chemical Technology, Computer Science, Administration, and Engineering.

A research project will be undertaken in 2003 to inventory existing formalized articulation agreements.

Other Information

Under the leadership of the Saskatchewan Labour Force Development Board, a Provincial Framework for the Recognition of Prior Learning has been developed in consultation with a broad group of stakeholders. In September 2002, this framework was formally submitted to the Saskatchewan Department of Learning for review and consideration.

MANITOBA

Structure of the Postsecondary Education System

Universities: There are 4 public universities — the University of Manitoba, the University of Winnipeg, Brandon University, and Collège universitaire de Saint-Boniface (CUSB). The University of Manitoba, the largest university in the province, offers programming at the undergraduate, graduate, and professional levels. The universities of Winnipeg and Brandon offer primarily undergraduate programming, but do offer some programs at the master's level. CUSB focuses on undergraduate programs in the French language, but offers a limited number of graduate programs.

Community Colleges: There are 4 public community colleges — Red River College, Assiniboine Community College, Keewatin Community College, and École technique et professionelle (ETP).

Community colleges in Manitoba offer certificate and diploma programs in a variety of career/technical and vocational areas. Unlike some other jurisdictions, colleges in Manitoba do not offer degrees, nor do they offer university transfer programs. However, some colleges offer joint programming with a university, such as Keewatin Community College, which offers nursing degree programming in partnership with the University of Manitoba. Red River College is the largest and most comprehensive of the four colleges and is set to open a new downtown Winnipeg campus that will serve 2,000 students. Assiniboine Community College offers career programming in Brandon, and Keewatin Community College operates in northern Manitoba. ETP, the smallest of the colleges, offers certificates and diplomas in the French language.

Campus Manitoba: Campus Manitoba (CMB) is a consortium of the four existing Manitoba universities; CMB offers courses using communications technology. It is a unique program in that students receive transfer credit for courses offered by any of

the participating universities. As a result, most courses offered by one university have transfer equivalents at the other two and vice versa. Students still require a "home" university from which to graduate. While less than five years old, this initiative is growing and will eventually offer a full range of programming including degrees, diplomas, and certificates.

Private Religious Institutions (degree- granting): For historical reasons, Manitoba provides funding assistance to four private degree-granting institutions — Canadian Mennonite University, Providence College and Seminary, William and Catherine Booth College, and Steinbach Bible College. These private religious institutions all have agreements with the public universities regarding credit transfer and, in one case, a private religious institution is an approved teaching centre of a public university. Approximately 90% of the courses offered at the private religious institutions are accepted for credit transfer at a public university.

Mechanisms to Facilitate Transfer and Articulation

Manitoba does not have a transfer guide or a central service that describes the compatibility of courses between institutions. The Council on Post-Secondary Education (COPSE), an arm's length intermediary and funding body for both colleges and universities, has responsibility for facilitating credit transfer and articulation agreements among the institutions. Manitoba does not have a systematic, province-wide process for conducting credit transfers to and from universities and colleges. The flexibility and details of credit transfer procedures vary by institution, but articulation agreements are listed in most institutions' calendars.

Major Instruments Used to Facilitate Transfer and Articulation

The primary approach used to establish greater credit transfer and articulation arrangements has been in the Council's Program Approval Process, which lists as one of the criteria for program approval links with other postsecondary institutions. All new programs must demonstrate how credit transfer will be utilized.

Joint articulation agreements at the program level are in place between all Manitoba universities and colleges. Through these agreements, specific academic programs are negotiated, delivery is shared, and, in some cases, each institution delivers two years of a four-year program.

Credit transfer between Manitoba's colleges and other Canadian community colleges and universities is considered by program and administrative staff at the institutional level on a course-by-course basis that includes a review of course content, student evaluation methods, and teacher qualifications. In many cases, block transfer agreements have been negotiated between the colleges and universities, enabling students to receive credit.

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Other Information

Manitoba has articulated a prior learning and recognition (PLAR) policy framework that includes increased support for PLAR initiatives, additional staff support in government and at institutions, and support for workplace/industry PLAR initiatives. Over the next three years, government is seeking to build the institutional capacity of public colleges and universities, provide increased advisory services, and support workplace and industry PLAR initiatives.

ONTARIO

Structure of the Postsecondary Education System

Ontario currently has 25 public colleges of applied arts and technology (CAATs) and 19 public universities or university-level institutions that have developed distinct mandates:

The CAATs in the publicly funded college system have a mandate to provide career-related education and vocational training. Most of the 400 diploma, post-diploma, and certificate programs offered by the colleges focus on specific careers or labour market sectors. The original concept of the college system explicitly precluded having a university transfer function.

Universities provide undergraduate and graduate education, professional education, and research. Some of the 700 university programs are linked to specific occupations or segments of the labour market (e.g., nursing); others are partly career-related (e.g., psychology); and others are not directly linked to careers but provide general skills and knowledge (e.g., philosophy, languages, history).

There are also 500 private career colleges registered in Ontario. The majority of schools focus on areas designed for direct access to employment upon graduation and frequently do not have degree/diploma counterparts. Career colleges focus in areas such as business and computer technology programming, aesthetics and hairstyling, trucking, and welding. There are some credit transfer arrangements between career colleges and community colleges.

Mechanisms to Facilitate Transfer and Articulation

In 1996, the College-University Consortium Council (CUCC) (http://www.cou.on.ca/cucc) was created by the ministry as an advisory body, having college, university, and ministry representatives. The mission of the CUCC is to facilitate, promote, and coordinate joint education and training ventures by Ontario's college and universities.

The CUCC's objectives include assisting the transfer of students from sector to sector; facilitating the creation of joint programs between colleges and universities; and furthering the development of a more seamless continuum of postsecondary education in Ontario.

The Council

- is an arm's-length administrative body made up of three university representatives, three college representatives, and the assistant deputy minister of the ministry's Postsecondary Education Division. Student representatives were recently added;
- has no legislative or regulatory authority to compel cooperation or recognition of credits between institutions; by statute, authority over admissions and transfer matters is vested in postsecondary institutions;
- has an annual budget of approximately $175,000 — 1 full-time and occasional contract staff. The ministry pays the entire budget of CUCC.

Major Instruments Used to Facilitate Transfer and Articulation

The CUCC has an ongoing responsibility to update annually and revise the Ontario College-University Transfer Guide (OCUTG). The OCUTG (http://www.ocutg.on.ca) currently lists 164 articulation agreements at the program level between colleges and universities in Ontario; most of these agreements involve degree-completion programs.

In 1999, college and university associations and the ministry signed the Ontario College-University Degree Completion Accord (the "Port Hope Accord"), committing universities and colleges to developing degree-completion arrangements on a voluntary basis to allow college graduates to get an Ontario university degree in an accelerated time frame. The accord set out a model for the amount of credit that should be given in articulating college diploma programs to university degrees. By 2002, CUCC concluded that there had been moderate success in meeting the target of having 90% of college programs with substantial academic affinity to a university degree program so that they could make a degree-completion arrangement.

Other Information

Over the past few years, the Ontario government has announced initiatives to expand access to degree programs by establishing private degree-granting institutions, including for-profit and not-for-profit institutions from other jurisdictions and a pilot project giving CAATs the opportunity to seek applied degree status for selected degree programs.

Following recommendations of the advisory Postsecondary Education Quality Assessment Board (PEQAB), the minister gave consent to 18 colleges to offer 36 applied degree programs in 2002. The minister also announced the government's decision to continue to accept applied degree applications from colleges of applied arts and technology.

The primary role of Ontario colleges will not be altered by the applied degree pilot project. Colleges will continue to focus their efforts on providing high-quality certificate and diploma programming. Efforts will also continue through the CUCC to facilitate college university collaboration on degree-completion arrangements for college diploma holders.

A number of colleges have also indicated their interest in becoming more differentiated postsecondary institutions, which would expand their applied degree activity or create partnerships with universities to bring degree-level studies to communities without a university.

The government has recently announced that it is prepared to consider business cases from colleges wishing to differentiate in order to offer more applied degrees than is currently achievable through the pilot project.

QUEBEC

Structure of the Postsecondary Education System

Postsecondary education in Quebec is delivered through 9 universities, 48 public colleges (CEGEPs — collèges d'enseignement général et professionnel), 25 grant-aided colleges, and 11 institutions affiliated with government ministries other than education.
One university — the Université du Québec — is made up of teaching and research institutions located throughout the province, as well as two specialized schools, two research centres, and a distance education centre. This university constitutes a province-wide system, similar to some state universities in the United States.

The Quebec CEGEP system, established in the 1970s, is an essential component of the province's postsecondary system, providing an intermediate level of study between secondary school and university and offering a wide range of technical programs leading to employment.

All Quebec secondary school graduates who plan to continue with their education enrol in a college, opting for pre-university programs (two-year programs) or technical and vocationally oriented diploma programs (three-year programs) similar to those offered by community colleges in other provinces. The CEGEPs offer the diplôme d'études collégiales (DEC) or the equivalent, which is required for admission to an undergraduate program that leads to a bachelor's degree; these programs generally require three years of full-time study after the completion of a two-year collegial program.

Mechanisms to Facilitate Transfer and Articulation

In 1993, the document *Colleges for Quebec in the XXI Century. Teaching at the College Level: Future Orientations and Renewal Measures* identified the postsecondary liaison committee (Comité de liaison de l'enseignement supérieur, CLES) as the coordinating

mechanism between universities and CEGEPS to ensure a better continuity from pre-university programs and technical programs offered at the college level to university programs.

Major Instruments Used to Facilitate Transfer and Articulation

In 2001–02, the Ministry of Education made an inventory of all existing practices in postsecondary institutions, which lists all harmonization or integration practices between technical programs at the college level and university programs. The results have been communicated to the CLES. These practices include recognizing equivalencies or credit allocations for various activities according to the programs and university practices as well as formal agreements (college diploma to baccalaureate) between a few institutions. The most recent and obvious example is the continuum in nursing education (DEC-BAC over 5 years) implemented with the financial support of the Ministry of Education, involving 9 consortia. Each consortium comprises one university and a few CEGEPS. The first student cohort started in September 2002.

NEW BRUNSWICK

Structure of the Postsecondary Education System

New Brunswick has four universities (Université de Moncton, University of New Brunswick, Mount Allison University, and St. Thomas University), which offer undergraduate and graduate education, professional education, and research.

The New Brunswick Community College (NBCC) with 11 campuses provides non-university-degree training programs for existing and emerging occupations and also supports adult basic education.

Mechanisms to Facilitate Transfer and Articulation

New Brunswick has an on-line transfer system that focuses on transfers between New Brunswick's two public postsecondary systems, that is, between its community colleges and its public universities (http://www.gnb.ca/0000/credits).

New Brunswick is a member of the Maritime Provinces Higher Education Commission (MPHEC) — see General Note below.

Major Instruments Used to Facilitate Transfer and Articulation

NBCC has had a policy in place since 1994 to allow, where academically appropriate, credit transferability of courses, programs, or units of instruction that have been taken at approved public and private postsecondary institutions.

NBCC and the four universities have developed articulation agreements for applied degree programs. There are also a number of agreements for block transfer of credits within different programs of these institutions.
Each institution has appointed a representative to assist students in their transfer of credits.

NOVA SCOTIA

Structure of the Postsecondary Education System

Postsecondary education in Nova Scotia is delivered by 11 degree-granting institutions, two community college systems, one English (Nova Scotia Community College, NSCC), and one French (Collège de l'Acadie), and, as of July 2002, 52 private career colleges. The NSCC has 13 sites distributed across the province. The Collège de l'Acadie has 6 sites (one in PEI) offering college-level courses primarily by distance education.

The 11 degree-granting institutions are Acadia University, Atlantic School of Theology, Dalhousie University, Mount Saint Vincent University, Nova Scotia Agricultural College, Nova Scotia College of Art and Design, Saint Mary's University, St. Francis Xavier University, University College of Cape Breton (UCCB), University of King's College, and Université Sainte-Anne.

Mechanisms to Facilitate Transfer and Articulation

Nova Scotia is a member of the Maritime Provinces Higher Education Commission (MPHEC) — see General Note below.

Nova Scotia is also a member of the Atlantic Consortium of Community Colleges (ACCC), which attempts to achieve maximum credit transfer between the community colleges in the Atlantic Region.

Major Instruments Used to Facilitate Transfer and Articulation

There are formal credit transfer agreements between the NSCC and some of the degree-granting institutions at the program level. In addition, the UCCB and the NSCC have signed a MOU on postsecondary articulation, which expresses an intent to ensure and expand credit transfer between the two institutions. Other degree-granting institutions are exploring credit transfer with the NSCC on a program-by-program basis.

Université Sainte-Anne and the Collège de l'Acadie are awaiting the legislation that will merge the two institutions, thereby creating an integrated French university/college system.

PRINCE EDWARD ISLAND

Structure of the Postsecondary Education System

PEI has one community college, Holland College, with numerous centres across the province: the Culinary Institute of Canada, the Aerospace Centre, the Justice Institute of Canada, the Atlantic Tourism and Hospitality Institute (ATHI), the Marine Centre, and the PEI Institute of Adult and Community Education, among others. All enjoy strong industry and graduate endorsement.

PEI has one university, the University of Prince Edward Island (UPEI), which offers a wide range of programs in Arts and Sciences, Education, Music, Engineering, Business Administration, Veterinary Medicine, and Nursing; it provides undergraduate and graduate education, professional education, and research. The Atlantic Veterinary College (AVC), located on the main campus of UPEI, offers graduate study in the Faculty of Veterinary Medicine. UPEI is divided into four faculties — Arts, Science, Education, Veterinary Medicine — and two schools — Business Administration and Nursing.

The province and la Société Éducative de l'Île-du-Prince-Édouard cooperated in the establishment of a French Training Centre on PEI, which delivers programs offered by Le Collège de l'Acadie, Nouvelle-Écosse and l'Université de Moncton, Nouveau-Brunswick, and from such other sources as it may determine. The agreement has the following objectives: to provide PEI francophones with access to adult education and training programs in French; to operate an adult training centre that will provide professional development, personal interest, literacy, and general training courses in French; and to assist in community development by offering leadership and other training programs in French.

Prince Edward Island has legislation regulating private training schools (PTS), sometimes called "career colleges," which offer postsecondary vocational training meant to prepare a person for employment (e.g., accounting and business, office administration, truck driving). The chief aim of the PEI PTS Act and Regulations is to protect students, to ensure that the school is stable so that students are not likely to be stranded part way through their training, and to ensure that the training is satisfactory according to expectations in the industry, so that graduates are employable. The law sets out standards and requirements for curricular content, learning materials, instruction facilities, operational practices (contract, refunds, fees, etc.), methodology, instructor qualifications, and security bonding.

Mechanisms to Facilitate Transfer and Articulation

UPEI adheres to the *Pan-Canadian Protocol on the Transferability of University Credits* (1995, CMEC Web site), which states that all course work completed by transfer students during the first two years of university study in Canada (including the final year of studies in Quebec leading to a diploma of college studies [DEC] and the university transfer courses offered by community colleges and university colleges in British Columbia and Alberta) will be recognized and fully credited for the purposes of granting a degree.

PEI is a member of the Maritime Provinces Higher Education Commission (MPHEC) — see General Note below.

Major Instruments Used to Facilitate Transfer and Articulation

A variety of credit transfer, block transfer, and articulated programs have been developed between PEI postsecondary institutions and institutions within and outside of the province. For example:

Credit Transfer: The Atlantic Tourism and Hospitality Institute has several 2+2 credit transfers arrangements with the University of Prince Edward Island (Bachelor of Business in Tourism and Hospitality); University of New Brunswick, Saint John (Bachelor of Applied Management in Hospitality and Tourism); University of Calgary, Alberta (Bachelor of Hotel and Resort

Management); University College of the Cariboo, Kamloops (Bachelor of Tourism Management); and Athabasca University (Bachelor of Professional Arts, Communication Studies).

Block Transfer: UPEI degree programs in Biology and Chemistry, along with Holland College's diploma programs in Renewable Resource Management Technology (RRMT) and Environmental Technology (ET) were identified as amenable to block transfers. Graduates of the RRMT program will receive 10 credits of study toward a B.Sc., Biology degree. Graduates of the ET program will be credited with one semester of study (five credits) toward a B.Sc., Chemistry.

Articulated programs: UPEI + QEH (Queen Elizabeth Hospital/Queen's Health Region) offer the Integrated Dietetic Internship Program and the Applied B.Sc. in Radiography. Students apply for admission after completing a structured first-year program at UPEI. They spend Years 2 and 3 at the QEH, and the final Year 4 at UPEI. Students can elect to leave the program with a diploma after Year 3.

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Through the Atlantic Community College Consortium (ACCC) in 2000, the colleges signed a Memorandum of Understanding on College Transfer Credit that ensures student mobility and facilitates lifelong learning. The following "Guidelines for the Development and Operation of Transfer Arrangements" are included with the MOU:

1. Each college has identified the registrar's office as responsible for the distribution of information on transfer policies and practices.
2. Provincial high school diplomas, community college adult high school diplomas, and GED certificates of high school equivalency will be recognized as meeting the minimum requirements of a high school diploma, regardless of the province of origin.

3. Programs that have attained an external accreditation for a specific occupational designation should be assumed to be equal in terms of program outcomes.
4. Diploma prerequisites for post-diploma programs should be viewed with the understanding that similar diploma programs in each of the region's colleges, while not exactly the same, do provide an equivalent body of knowledge and skill that should meet the admission requirements.
5. Programs with both certificate and diploma exits (1 + 1 programs) should recognize that similar certificate programs in the region's colleges, while not exactly the same, do provide an equivalent body of knowledge and skill that should be viewed as meeting admission requirements.
6. Applicants granted block transfer of postsecondary credit toward a program of study are deemed to have met the minimum admission requirements for the program; however, the awarding of transfer credit does not guarantee admission.
7. Students will be given every opportunity through each institution's process of Prior Learning Assessment to receive recognition for past learning acquired informally through an individual's work and life experiences.
8. Each institution agrees, when awarding transfer credit, to recognize each other's standard of grade required for successful course or program completion.
9. College promotion of transfer credit and articulation should ensure that information is readily available and accurately describes arrangements.

GENERAL NOTE

MECHANISMS TO FACILITATE TRANSFER AND ARTICULATION IN THE MARITIME PROVINCES

Nova Scotia, Prince Edward Island, and New Brunswick are the members of the Maritime Provinces Higher Education Commission (MPHEC), which was established in 1974 to assist the three Maritime provinces and their institutions in attaining a more efficient and effective utilization and allocation of resources in the field of higher education in the region. One of the duties of MPHEC is to assist and encourage institutions to establish or continue cooperative arrangements among themselves.

The Maritime provinces identified as a priority the expansion of the applied nature of postsecondary education to meet evolving economic needs. In support of this goal, MPHEC adopted guidelines in 1997 to increase the articulation of programs between postsecondary institutions and, in particular, between community colleges and universities. The guidelines clarify the differences between applied degrees, applied programs, technology degrees, joint programs, and articulated programs, and they provide institutions with tools to facilitate the processes both for program development and for program approval. Since the release of the guidelines, there has been a proliferation of agreements, promoting a comprehensive framework for credit and block transfers and freer mobility of students throughout the Maritimes and Newfoundland and Labrador.

In 1995, the senates of the universities in Nova Scotia had already implemented a policy providing for full transferability of first- and second-year courses within the Nova Scotia university system. The University of Prince Edward Island has committed to recognizing credits of first- and second-year courses earned at any university in Canada.

NEWFOUNDLAND AND LABRADOR

Structure of the Postsecondary Education System

Newfoundland and Labrador's public postsecondary education system comprises Memorial University of Newfoundland (MUN, www.mun.ca) and the College of the North Atlantic (CNA, www.northatlantic.nf.ca). Other sectors of the postsecondary education system include apprentice training and private training institutions.

The CNA is responsible for delivering various educational programs throughout the province, including one-year postgraduate programs leading to an advanced diploma and two- and three-year programs leading to a diploma. The College Transfer Year, developed through an agreement with Memorial University giving credit for specific credit courses, was implemented in September 1998.

Memorial University comprises the main campus and the Fisheries and Marine Institute (www.mi.mun.ca) located in St. John's; Sir Wilfred Grenfell College located in Corner Brook; a residential campus located in Harlow, England; and the Institute Frecker on the island of St. Pierre. The university has six faculties and seven schools offering degrees at various levels. Certificate and diploma programs are also available in selected areas.

Mechanisms to Facilitate Transfer and Articulation

The Newfoundland and Labrador Council on Higher Education (CHE) was established in 1992 with members from the college, the university, and the government. The Council functions as a mechanism for active and meaningful cooperation among its members in jointly planning and coordinating a variety of activities within the public education system. The Council acts as an advisory body to the Minister of Youth Services & Post-Secondary Education on province-wide policy and planning issues facing the postsecondary sector

in the province. It also serves as a clearinghouse for the exchange of information among members and the community at large, maintaining open lines of communication to the provincial learning network.

Of particular significance to the Council is the Articulation, Transfer and Admissions Committee (ATAC). ATAC's main objective is to optimize student accessibility to higher education and enhance student mobility among postsecondary institutions by coordinating the articulation process between public schools, the College of the North Atlantic, and Memorial University. It also addresses province-wide issues pertaining to transfer, admissions, and articulation practices.

Major Instruments Used to Facilitate Transfer and Articulation

The work of ATAC is conducted in close liaison with several committees and groups within the provincial articulation network. Currently there are 11 core-specific subgroups and 5 discipline-specific task groups. The groups meet at regular intervals and discuss articulation issues to further ATAC's agenda.

ATAC compiles and distributes a print and on-line transfer guide (http://www.edu.gov.nf.ca/council/), listing course-by-course and program/block transfers. The primary role of the guide is to initiate discussions and strategies to resolve transfer problems and promote transfer arrangements between the College of the North Atlantic and Memorial University. The ninth edition of the guide for the 2002–03 academic year was released in the fall of 2002.

Other objectives of ATAC include the development of links with similar bodies in other provinces that make the transfer of credits possible for students, a model of articulation with laddering and block transfer programs linking various levels of credentials in different program areas, and monitoring the effect of changes in admission requirements by individual institutions.

Structure of the Postsecondary Education System

Nunavut has one postsecondary institution, Nunavut Arctic College. The college is a pan-territorial college, which has three main campuses, as well as community learning centres in 24 of the 26 communities. The learning centres and campuses offer 17 certificate programs, 8 diploma programs, 8 "Record of Achievement" programs,[1] and 3 joint degree programs.

Mechanisms to Facilitate Transfer and Articulation

Following is a list of Nunavut Arctic College degree, diploma, and certificate programs offered with partner institutions:

Degree, Diploma, or Certificate	Partner Institution
Bachelor of Education	McGill University
Bachelor of Science, Nursing	Dalhousie University
Bachelor of Law	University of Victoria Law
Bachelor of Science, Environmental Science	University of Lethbridge will accept 60 credit hours from NAC
Diploma of Language and Traditional Knowledge	University of Manitoba
Diploma of Management Studies with specialization in Community Economic Development	The Council for Development Officers (CANDO)
Diploma in Management Studies	Nunavut Arctic College will grant 40% block transfer credits toward a Management Studies Diploma to graduates of the Nunavut Sivuniksavut program.
Diploma of Social Work	University of Regina, University of Calgary, and Aurora College
Certificate of Language and Culture	University of Manitoba
Certificate of Adult Education	Aurora College
Certificate of Early Childhood Education	Aurora College
Certificate of Environmental Technology	Athabaska will accept 60 credit hours toward a B.Sc.
Certificate of Human Resources Management	University of Manitoba
Certificate in Translation	McGill University

The Office of the Director of Student Affairs at Nunavut Arctic College is responsible for negotiating and documenting transfer agreements and articulation. Transfer requests from institutions that do not have agreements with Nunavut are handled by the college on a case-by-case basis. Nunavut Arctic College recognizes the importance of continuing cooperation and articulations between colleges and other postsecondary institutions. Nunavut is a member of the Alberta Council on Admissions and Transfer (ACAT). Transferability of credits from Nunavut Arctic College to universities and colleges in Alberta is clearly defined through ACAT (www.acat.gov.ab.ca).

Major Instruments Used to Facilitate Transfer and Articulation

Nunavut Arctic College provides information on transferability of courses on their web site and in their calendar. The college's Policy and Procedure manual clearly defines the parameters for credit transfer. Nunavut Arctic College is currently negotiating or renegotiating many of its credit transfer agreements and articulations.

Other Information

Nunavut is a member of The University of the Arctic (www.uarctic.org). Students of Nunavut Arctic College may apply for courses at any of the 41 colleges and universities that belong to the University of the Arctic. Students may earn a Bachelor of Circumpolar Studies. Other programs offered are field study courses, Ph.D. courses in specialized fields, and on-line learning through the lead institution, Athabasca University. The university facilitates mobility among the member institutions.

The Government of Nunavut is currently reviewing the development of private colleges regulations.

[1] A Record of Achievement (ROA) is issued to students who successfully complete a College postsecondary program that contains an evaluation component but who do not qualify for either a certificate or a diploma. ROAs usually are 60-80 credit program, certificates are a minimum of 30 credits and Diplomas are a minimum of 60 credits.

Structure of the Postsecondary Education System

Postsecondary education in the Yukon is delivered by a single publicly funded college that provides career, technical, pre-apprenticeship, vocational, and university transfer programs. In addition to offering certificates and diplomas, Yukon College, in conjunction with the University of Regina, offers two four-year bachelor's degree programs. Master's programs in Public Administration and Education have also been offered at Yukon College in cooperation with the University of Alaska. Job-entry training programs of varying duration are also offered in response to labour market demands throughout the territory.

In 2002, there were 211 courses at Yukon College that had formal articulated course equivalence at other degree-granting institutions or professional associations. There were also block transfer arrangements for a variety of certificate and diploma programs with other institutions (see below).

University transfer enrolments accounted for almost 25% of the total FTEs at Yukon College in 2002.

Mechanisms to Facilitate Transfer and Articulation

As a result of the strong ties Yukon College developed with a major B.C. university during its formative years, the college has been able to negotiate transfer arrangements with all B.C. universities. The college has actively expanded the number of transfer agreements with universities in Alberta, Saskatchewan, and Alaska in response to student demand for additional transfer opportunities.

Major Instruments Used to Facilitate Transfer and Articulation

Yukon College has been extremely fortunate to be included in the *B.C. Transfer Guide* and the *Online Transfer Guide* for several years. These publications are the definitive authority on transfer in British Columbia, containing information on policy, regulations and agreements for transfer agreed to by all institutions that participate in the B.C. transfer system. The *Online Transfer Guide* is the record of all course-to-course transfer agreements as well as block transfer agreements related to specific program areas. It is updated regularly and is the formal record of all transfer agreements in the B.C. postsecondary system.

Other Information

As the only postsecondary institution in the territory, Yukon College continues to actively pursue additional transfer agreements with postsecondary institutions and professional associations in Canada and other countries.

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